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ABSTRACT

The annotated bibliography was prepared to assist those applying for grants under Part D of the Vocational Education Act of 1963, as amended. The bibliography is intended to help applicants plan and conduct better projects as a result of knowing about completed and ongoing research. Thirteen index/search terms were used to identify items related to the two concepts of career education and experience based programs. Seventy-five of the citations recovered were chosen to be included in the document. They are presented under the section titles of ERIC report literature, AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education) report literature, journal articles, and projects in progress that were reported in AIM/ARM. Information about how to order documents is also provided. (LJ)

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Bibliography Series No. 27

Experienced Based Career Education

An Annotated Bibliography

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Bibliography Series No. 27

EXPERIENCED BASED CAREER EDUCATION: AN ANNOTATED BIBLIOGRAPHY

Compiled by

Anne E. Stakelon and Joel H. Magisos

The Center for Vocational Education
The Ohio State University
1960 Kenny Road, Columbus, Ohio 43210

October 1975

This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Bureau of Occupational and Adult Education position or policy.

VT 102557

PREFACE

This annotated bibliography was prepared by the AIM/ARM project at The Center for Vocational Education for the U.S. Office of Education in response to a request by Joyce D. Cook in the Demonstration Branch. It is made available on a cost-recovery basis to assist possible applicants for grants under the Vocational Education Exemplary Program of the Office of Education for fiscal year 1976 (Part D of the Vocational Education Act of 1963, as amended). Advance notice of priorities, subject to changes in legislation, appropriations, or program plans, was given in the *Federal Register*, Vol. 40, No. 139, Friday, July 18, 1975 (pages 30297-8).

It is hoped that this bibliography and its companions, *Evaluation of Work Experience, Cooperative Education, and Youth Manpower Programs: An Annotated Bibliography* and *Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography*, will help applicants plan and conduct better projects as a result of knowing about completed and ongoing research. Project directors are encouraged to send information about projects to AIM/ARM.

CONTENTS

Introduction v

ERIC Report Literature 1

AIM/ARM Report Literature 17

Journal Articles 31

Projects in Progress 37

How To Order Documents 41

INTRODUCTION

Experience based career education has been designated as the priority for projects under the USOE Vocational Education Exemplary Program for fiscal year 1976. Special emphasis was to be given to elimination of sex bias and sex role stereotyping and to evaluation of projects. To avoid duplication and to build upon prior knowledge, literature in the field should be considered.

The reports and journal articles cited in this bibliography were found through a computer-assisted search of *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM), *Resources in Education* (RIE), and *Current Index to Journals in Education* (CIJE). Items included were those found to be indexed with one or more terms from the concepts listed below. All ERIC citations were limited to those containing these index terms as major descriptors. ERIC documents using the identifiers EBCE, Employer-Based Career Education, and Experienced Based Career Education were also included.

CONCEPT	INDEX/SEARCH TERMS
Career Education	Career Choice Career Education Career Planning Occupational Choice Occupational Guidance
Experience Based Programs	Apprenticeships Cooperative Programs Field Experience Programs Internship Programs Off the Job Training On the Job Training Work Experience Programs Work Study Programs

Citations have been organized in three sections—ERIC Report Literature, AIM/ARM Report Literature, and Journal Articles. Annotations within each section have been arranged by ED, VT,

or EJ numbers in descending order. A total of 120 citations were found using the search strategies outlined above. Seventy-five of these items were included as relevant to the subject under consideration. The final section lists Projects in Progress that were reported in AIM/ARM.

ERIC REPORT LITERATURE

ED096418 CE002017

CORRELATED CURRICULUM PROGRAM: INTRODUCTION TO BUSINESS CAREERS (LEVEL 1).

Corenthal, Eugene J., Ed.; Gold, Faye, E.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date Dec 69 Note-28p.

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors-*Business Education/*Career Education/*Career Opportunities/Curriculum Development/Guidance Programs/Occupational Clusters/Skill Development/Student Attitudes/*Underachievers/Work Experience/*Work Experience Programs

Identifiers-Career Awareness

The basic goal of the Correlated Curriculum Program (CCP) is to upgrade the education of the "general" or nonacademic student. Since the students have not responded to traditional teaching methods, emphasis is placed on "learning by doing." To attain this objective the students explore career opportunities through skill-tryouts for clusters of jobs in working in a store, an office, a warehouse, a transportation company, the service industry, the government, and in planning a business career. Each of these topics is accompanied by suggestions and additional resource activities. Included are a store visit report form, an observation report form, a cash register practice sheet, a display project workshop activity and worksheet, and a list of references and sources for obtaining speakers. (BP)

ED093969 TM003822

CURRICULUM DEFINITION AND EVALUATION IN EMPLOYEE-BASED CAREER EDUCATION (DEWEY STREAKS THROUGH CAREER EDUCATION).

Owens, Thomas R.; et al

Pub Date Apr 74 Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-*Career Education/*Curriculum Development/*Curriculum Evaluation/Educational Programs/High School Students/Learning Processes/Work Experiences

Identifiers-*Dewey (John)/EBCE/Experience Based Career Education

In an attempt to develop a theoretical framework with which to evaluate a Comprehensive Experience-Based Career Education (EBCE) Project, the assumptions underlying this model of career education are discussed. The curriculum and learning strategies of the EBCE programs are described, and it is demonstrated how John Dewey's philosophy can serve as a model in helping to understand the full implications of such a program. Special interest is given to the implications for the evaluation

of experience-based programs, and the problems and challenges encountered are given attention. The primary goal of the EBCE projects is to integrate a student's knowledge of a variety of careers with the acquisition of cognitive, interpersonal, and affective skills through a series of planned experiences with identified learning outcomes. The benefits of an experience-based system are noted, but also described are many of the difficulties inherent in it, especially for evaluation. It is concluded that evaluation must bend to accommodate the experience-based educational system. (Author/RC)

ED092721 CE001450

STRATEGIES FOR IMPLEMENTING WORK EXPERIENCE PROGRAMS.

Kimbrell, Grady; Vineyard, Ben S.

Pub Date 72 Note-319p.

Available from-McKnight Publishing Company, 301 Prospect Road, Bloomington, Ill. 61701 (List, $26.60; School, $19.95)

Document Not Available from EDRS.

Descriptors-Career Choice/*Career Education/Career Opportunities/Educational Finance/Educational Programs/Educational Strategies/*High School Students/Occupational Guidance/Program Administration/*Program Development/Program Planning/*School Community Programs/School Community Relationship/Vocational Development/Vocational Education/Work Experience/*Work Experience Programs

High school youth today typically spend all of their time within their own subculture. They identify with teen-age youth more readily than with parents, teachers, or other adult influences. All too often, their careers are decided by chance or fate. Work experience educational programs allow the high school individual to make his own career choice. He can evaluate his potential and analyze career opportunities to fit his self-fulfillment needs and career goals. To make this available to the student, work experience programs enable the student to enter the world of work and actually experience different occupations, using the community as his laboratory. The purpose of this manual is to describe the "how, what, and whys" of implementing such a program. Included in its content are: what, where and why work experience education; preplanning for a new program; developing program policy; public relations; related instruction; career development; evaluation, follow-up, and reporting; funding work experience programs; legal responsibilities; Management; Elements of outstanding programs; and a bibliography. (DS)

ED091285 SO007451

CAREERS IN SOCIAL STUDIES. PROFILES OF PROMISE 28.

Hawke, Sharryl

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74 Note-4p.

EDRS Price MF-$0.75 HC-$1.50 PLUS POSTAGE

Descriptors-*Career Education/Cluster Grouping/Community Involvement/*Cooperative Education/High School Curriculum/Nonformal Education/Political Science/Psychology/School Community Cooperation/Secondary Education/*Social Sciences/*Social Studies/Sociology/Student Centered Curriculum/Work Experience/*Work Experience Programs

Identifiers-Dallas Texas/*Profiles of Promise

The Skyline Center in Dallas, Texas, a high school which provides career development in professional fields, offers students a solid knowledge background in addition to some firsthand work experience. The school is organized on a cluster basis, with three hours per day spent on one of the 28 career clusters and the remainder in regular class schedule. The Advanced Social Studies Career Program serves as an example of an academic cluster for students interested in a social science career in areas such as psychology, political science, or social science education. Approximately 100 grade 10-12 students participate in the two-year program. The first year introduces students to a broad base of psychological and sociological concepts. Specialization begins in the second year when a specific career area is chosen and a self-directed curriculum is designed. Most students elect to do field work and spend one to four days a week at their position. Work placements have included the police and planning departments, creative learning centers, mental health clinics, social welfare agencies, schools and law-related agencies. Evaluation includes letter grades as well as a subjective judgment by the learning directors. Staff and students testify to the value of this type of learning experience. (Author/KSM)

ED089117 CE001173

CAREER EDUCATION. SECOND INTERIM REPORT OF THE K-14 PROJECT IN CAREER EDUCATION.

Bonitatebus, Joseph

Bridgeport Public Schools, Conn.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.-BR-0-361-0061

Grant-OEG-0-71-0679 (361)

Pub Date Aug 73 Note-33p.: See CE 001 172 for Second Year Assessment: R&D Project in Career Education

EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Descriptors-*Career Education/Dropout Prevention/Occupational Guidance/*Program Content/Program Coordination/*Program Descriptions/Program Improvement/Vocational Development/Vocational Education/*Work Experience Programs

Identifiers-Career Awareness/Connecticut

The Bridgeport (Conn.) Career Education program has three basic functions: (1) preparation for career choice through the study of self-appraisal or self-realization and occupational information, (2) career preparation through basic education skills, employability skills, actual skill attainment and related skills, and (3) placement and follow-up. Self-worth and high self-concepts are developed in the elementary grades, orientation and exploration being emphasized in the middle school, with more emphasis placed on decision-making situations during the high school years and future plans and/or training for post-high school years. A description of the elementary curriculum is given and the secondary curriculum is discussed, including brief descriptions of thirteen vocational training programs. Guidance involvement is reflected in all levels K-14; a materials center provides supportive materials for teachers. A work experience program is designed at the high school level for potential dropouts. The career education program has been accepted by the community, by parents, and has received support and involvement from local universities and the State department. A three-day evaluative visit to the project is reported in CE 001 172. Conclusions, implications, and recommendations are formulated. (SC)

ED087967 CG008684

PART-TIME EMPLOYMENT STUDY. CLASS OF 1973–LEWISTON HIGH SCHOOL. EDUCATIONAL EXPERIENCES OUTSIDE THE CLASSROOM.

Mahaney, Thomas F.

Lewiston School District, Maine.

Pub Date Oct 72 Note-34p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors-*Career Education/*Cooperative Programs/Guidance Programs/*High School Students/Individual Development/*Student Employment/Student Experience/Surveys/Vocational Education/*Work Experience

This study sought to identify and categorized the responses of more than 1600 high school juniors, via personal interviews, to determine the impact of student employment on the student, school, and community. Those students who were employed were found to be a potent force on the local labor market in terms of jobs held, hours worked, money earned, and potential for money saved and spent in the local economy. It was found that: (1) the employed student usually initiated the action necessary in seeking, applying for, accepting, and retaining employment; (2) employed students are meeting many goals of career exploration by directly experiencing the "world of work"; (3) the working student is involved in many human relationships which add to his personal growth and development; and (4) the average working student experiences the responsibilities of money handling, budget making, saving, and spending. Recommendations which emerged from the data are that: official recognition should be given to students who have successful part-time work experience, over time, by means of academic credit or by notation of work on official transcripts; and the employed student should be considered a prime reference source in establishment and maintenance of career education and development programs. (Author)

ED086866 CE000900

DROPOUT PREVENTION: DIVERSIFIED SATELLITE OCCUPATIONS PROGRAM AND CAREER DEVELOPMENT. FINAL REPORT.

Jones, Hilda B.

Granite School District, Salt Lake City, Utah.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.-VO-61056

Grant-OEG-0-70-5176 (361)

Pub Date 30 Jun 73 Note-125p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-Academic Achievement/Achievement Gains/Attendance/Bilingual Students/Culturally Disadvantaged/Demonstration Projects/*Disadvantaged Youth/Dropout Attitudes/*Dropout Prevention/Dropout Programs/Dropout Research/Handicapped Students/*Occupational Guidance/Pilot Projects/Racial Balance/*Student Teacher Relationship/Vocational Development/*Work Experience Programs

The Diversified Satellite Occupations Program Career Development sought to prevent dropout through these strategies: registration at a school situation away from the normal school setting, creation of a close teacher-student relationship, and raise achievement levels and lower anxiety levels. Program emphases at elementary, junior and senior high levels were occupational guidance, work

experience, bilingual-bicultural students, and handicapped students. The centers, which had direct contact with 769 students, showed considerable holding power, with only 6.7 percent of students leaving the program without plans. Comparisons between pre- and post-test data yielded fifteen significant changes: six changes were from a more to a less favorable score, and nine were in the positive direction. Nine of these were on the achievement measures, with seven positive and two negative changes. Two positive and two negative changes were measured regarding attitude toward school. Differences between centers were also measured. A third party evaluator concluded that the centers were successful in achieving the objective of increasing non-white enrollment. It was concluded that the dropout-prone disadvantaged student will show attendance and achievement gains if registered in a less structured locale, with a shorter day, combining with work experience. Supporting statistical tables are given. (SC)

ED085055 JC740006

THE EXPLORATORY YEAR: A DESCRIPTION & AN EVALUATION.

Greenfield Community Coll., Mass.

Spons Agency-New England Resource Center for Occupational Education, Newton, Mass.

Pub Date 73 Note-96p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Career Education/Career Planning/Community Colleges/Community Cooperation/*Core Courses/Decision Making/*Independent Study/Junior College Students/*Occupational Choice/Occupational Guidance/*Program Evaluation/Short Courses/Sociology/Work Attitudes/*Work Experience Programs

Identifiers-*Sociology of Work

A model program of occupational exploration was conducted for students enrolled in a two-year college and unsure of their vocational goals. The heart of the academic program was a six-credit sociology of work course involving the psycho-socio-economic aspects of work. Supplementing this course were three other courses. Three components supplementing the classroom activity of the sociology of work course were eight mini-courses, independent study, and an extensive, full-time, volunteer work placements. Thirty interested first-semester freshmen were chosen from admissions interviews to be participants. Of the 26 who completed the program, 24 were helped substantially in focusing their occupational plans. Twenty-nine percent of the staff and faculty had meaningful contact with the program. A program similar to the Exploratory Year has been incorporated into the ongoing college curriculum offerings. An ongoing, cooperative, career education high school program began as a direct outgrowth of the Exploratory Year. Community cooperation was such that only one denial was received to 46 requests made by the program to utilize community resources. (KM)

ED084374 CE000516

A LONGITUDINAL STUDY OF SELECTED OUT-OF SCHOOL NYC-2 PROGRAMS IN FOUR CITIES: (AN EVALUATION OF THE 1972 WASHINGTON SUMMER INTERN PROGRAM OF THE DEPARTMENT OF LABOR).

Walther, Regis H.; et al.

George Washington Univ., Washington, D.C. Manpower Research Projects.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-41-0-003-09-3

Pub Date Feb 73 Note-205p.

Available from-National Technical Information Service, Springfield, Va. 22151 (PB-222 323, MF $1.45, HC $5.50)

Document Not Available from EDRS.

Descriptors-American Indians/*Career Planning/*Government Role/Grade 11/*Internship Programs/Longitudinal Studies/Negro Youth/*Out of School Youth/Spanish Speaking/*Summer Programs/Urban Youth

Identifiers-Neighborhood Youth Corps

The 1972 Washington Summer Intern Program was a special work experience, underwritten by the Department of Labor, for approximately 100 young people--high school juniors, for the most part--who came to Washington from many places in the United States. The program was operated by three sponsors for three ethnic groups: Spanish-Speaking, Black, and Native Americans. Although the specific objectives of the operating sponsors varied to some extent, each had goals related to helping interns in their career planning and preparations and in their knowledge of government operations and service. Results indicated that although there were many differences between the programs operated by the three sponsors, interns were nearly unanimous in very high appreciations of the overall usefulness of their experience. Other study results indicated that the experience had been effective in career-related and knowledge-of-government program goal areas. (Author)

ED083754 EC060297

CAREER EDUCATION PROGRAMS FOR EDUCABLE MENTALLY RETARDED. INFO-PAK 2, SELECTED READINGS.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Pub Date 73 Note-26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Adolescents/*Career Education/Driver Education/*Educable Mentally Handicapped/Employer Attitudes/Employment Opportunities/*Employment Qualifications/*Exceptional Child Education/Mentally Handicapped/Role Playing/Social Adjustment/Vocational Education/*Work Study Programs/Young Adults

The information packet contains six abridged readings on career education programs for educable mentally retarded (EMR) adolescents and young adults. A driver training program is discussed which serves special needs of EMR students and is based on the premise that travel independence provides more vocational opportunity. A guidebook presents facts about EMR persons for employers, personnel directors, and vocational rehabilitation people. Recommended for teachers is use of the sociodrama in high school training programs to enable EMR students to acquire social concepts and skills for later job adjustment. Described for teachers of EMR students are special needs of students, available opportunities in the health service industry, and teaching methods that may resolve training problems. It is recommended that high school work study programs provide a center for each type of training and combine academic knowledge with skill training. Cooperation between vocational and special education teachers is sought for a new job cluster program for handicapped persons. (MC)

ED082407 EC052607

NATIONAL CONFERENCE ON CAREER EDUCATION. JANUARY 15-17, 1973, NEW ORLEANS, LOUISIANA.

American Foundation for the Blind, New York, N.Y.

Pub Date 73 Note-45p.; Report of the National Conference on Career Education (January 15-17, 1973, New Orleans, La.)

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Blind/*Career Education/Conference Reports/*Cooperative Programs/*Exceptional Child Education/Rehabilitation/State Departments of Education/*State Programs/*Visually Handicapped/Vocational Education

Presented are reports from 10 states on present status of and future plans for career education for blind and visually handicapped children and adults. The reports represent a major aspect of a conference sponsored by the American Foundation for the Blind in which state leaders in special education, rehabilitation, and vocational education considered strategies for collaborative efforts. Typically considered in the reports are ongoing programs, the roles of the three component divisions, state needs assessments, and timetables for future programs. States represented by reports are Arizona, Connecticut, Illinois, Kansas, Louisiana, Maryland, Mississippi, New Jersey, Ohio, and Texas. States with the most extensive cooperative services are given to be Maryland and Illinois, which have either existing programs or pilot programs offering occupational information from kindergarten on, prevocational work-study programs, and, in the case of Illinois, systematic motoring and evaluating of career education activities in public schools. Included in appendixes are lists of conference participants, speakers, and resource persons; proceedings from special interest sessions; and a discussion on issues in career education. (MC)

ED081899 CE000126

DEMONSTRATION PROJECT TO DESIGN, DEVELOP AND TEACH A MODEL HEALTH CARE CAREER PROGRAM FOR THE NEIGHBORHOOD YOUTH CORPS.

Orth, Charles D., III; Jacobs, Frederic

Career Development International, Inc., Weston, Mass.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-82-25-71-46-8

Pub Date 15 Jun 73 Note-56p.

Available from-National Technical Information Service, Springfield, Va. 22151 (PB-221 456, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors-*Career Planning/*Demonstration Projects/Economically Disadvantaged/*Health Occupations Education/Models/*On the Job Training/Part Time Jobs/Program Evaluation/*Urban Youth/Vocational Counseling/Work Attitudes/Youth Employment/Youth Programs

Identifiers-*Neighborhood Youth Corps

The report covers a seventeen month demonstration project to design, develop and teach a health care career-oriented program for 60 enrollees of the Neighborhood Youth Corps in Cambridge, Massachusetts. The report concludes on whether the concept of a long-term career-oriented program fits the experience or perceptions of enrollees and NYC staff, and offers an alternative career model for the NYC. The authors recommend that career-orientation, implemented through a revised model, should be an important, changed, mission for the Neighborhood Youth Corps. (NTIS)

ED080790 CE000003

AN ECONOMIC ANALYSIS OF THE WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM: 1971-1972 SCHOOL YEAR. FINAL REPORT.

Stromsdorfer, Ernst W.

Indiana Univ., Bloomington, Dept. of Economics.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-82-18-71-29-2

Pub Date Aug 73 Note-248p.

Available from-National Technical Information Service, Springfield, Va. 22151

EDRS Price MF-$0.65 HC-$9.87

Descriptors-Activity Learning/Career Choice/Cooperative Education/*Dropout Attitudes/Dropout Prevention/Dropout Research/Job Satisfaction/Job Training/Labor Force/*Occupational Choice/*School Holding Power/*Secondary Education/Truancy/Vocational Development/*Work Experience Programs/Work Study Programs

Identifiers-WECEP/Work Experience Career Exploration Program

The educational performance of 690 14 and 15 year old dropout prone students given limited labor market experience was evaluated in a nationwide study. The students worked 28 hours per week during the 1971-72 school year, which was found to be excessive. Working increased grade point averages up to a point, after which favorable impact declined or became negative. The extent of career exploration experienced and its implications for long run labor market prospects could not be discerned from the results of the study. The control group did not come from the same population as the program students. Nonresponse bias also makes the impact of the program unclear. A broader extension among the population of students to be served is recommended. Approximately one half of the document is devoted to appendixes covering data forms, questionnaires, child labor regulations, and survey analysis tables. (MS)

ED076825 VT020207

PROGRAM GUIDE: A GUIDE FOR DEVELOPMENT AND OPERATION OF A SECONDARY SCHOOL ALLIED HEALTH CAREER PROGRAM.

Epstein, Jerome

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency-California State Dept. of Education, Sacremento. Bureau of Industrial Education.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.-BR-8-0627

Pub Date Sep 72 Note-162p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-Career Choice/*Career Education/*Cooperative Education/Demonstration Projects/Health Facilities/*Health Occupations Education/Individualized Instruction/Pilot Projects/*Program Guides/Secondary Grades/Vocational Counseling/*Work Experience Programs/Work Study Programs

The project described in this document was designed as an experiment in career education in the health field. The 3-year program offered students in three Los Angeles high schools and one Long Beach high school an introduction to health careers in the first year, work experience in the second, and cooperative or work-study education in the third. The program considers the needs of each student, with individualized teaching, self-instructional materials, and other aids. Each student

starts at his own level of achievement and moves along at his own rate of speed. Progress is measured against individual performance rather than the class performance. Thus high achievers may move ahead without being hampered while low achievers are not threatened by further failure. In this guide, a brief history of the pilot and demonstration project is followed by the step-by-step procedures required to establish new programs. Included are documents, information sheets, and forms used in the project. The program design included evaluation of each of the three 1-year phases. This guide was written to provide assistance to other school districts in establishing similar health career programs. (MF)

ED072257 VT018740

FEASIBILITY OF GUIDANCE, COUNSELING, AND PUPIL PERSONNEL SERVICES IN EMPLOYER-BASED CAREER EDUCATION. FINAL REPORT.

Dunn, James A.; et al.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Far West Lab. for Educational Research and Development, Berkeley, Calif.

Report No.-AIR-28500-Jun-72

Pub Date Jun 72 Note-116p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Career Education/Developmental Programs/Educational Needs/Employment Services/*Feasibility Studies/Guidance Counseling/Guidance Functions/*Guidance Services/Models/*Occupational Guidance/*Program Planning/Special Services/Student Problems/Work Experience Programs

Identifiers-*Employer-Based Career Education

The purpose of this study is to explore the importance and the feasibility of providing guidance, counseling, and other pupil personnel services in experimental Employer-Based Career Education programs, as part of a larger set of studies useful for those who will plan or operate such programs. The five chapters cover: (1) a definition and description of pupil personnel services, their functions, and possible model configurations, (2) guidance and counseling, including a feasibility analysis of alternative models for Employer-Based Career Education programs, (3) work experience and work study programs, (4) diagnostic and special education services, and (5) other pupil personnel services. Problems and parameters that must be taken into consideration when establishing these personnel services are discussed. Working diagrams are included. (Author/AG)

ED070856 VT018270

RESEARCH AND CURRICULUM DEVELOPMENT FOR AN EXPLORATORY WORK EXPERIENCE PROGRAM—10TH GRADE. FINAL REPORT AND APPENDICES.

Crosier, Heidi J.

Spons Agency-Connecticut Vocational Education Research Coordinating Unit, Hartford.

Pub Date 30 Jun 72 Note-124p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Career Education/Career Planning/Cooperative Education/*Curriculum Development/Educational Needs/*Educational Research/Field Trips/Grade 9/Human Resources/*Pilot Projects/School Community Programs/Self Concept/Vocational Development/Vocational Education/Vocational Interests/*Work Experience Programs

Identifiers-*Career Exploration

In order to implement a cooperative career exploration program for Grade 9, a group of 50 Grade 9 students was interviewed concerning their self-awareness with respect to vocational interests and planning. A lack of vocational knowledge indicated a need for career education programs. A 1-month pre-pilot program for six Grade 9 students was successful. A cooperative career exploration pilot program will be implemented in the fall of 1972 for 20 Grade 9 students which will include weekly field observations of business leaders who will serve as occupational models. Group discussions relating to these experiences will be held concurrently in class on a 3 day per week basis. The program curriculum is appended separately. Although originally proposed for 10th graders, the program was designed for the 9th grade student, who must choose his high school curriculum. (AG)

ED068725 VT017348

WORK EXPERIENCE EDUCATION; LEARNING ACTIVITY PACKAGES: GENERAL GOALS 3-5.

California State Polytechnic Coll., San Luis Obispo.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 71 Note-574p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors-Answer Keys/Behavioral Objectives/*Career Education/*Goal Orientation/Humanities/Individualized Programs/*Learning Activities/Manuals/Post Testing/Pretests/*Resource Units/Secondary Grades/State Programs/Study Guides/Vocational Development/*Work Experience Programs/Worksheets

Identifiers-California/Career Awareness/LAP/*Learning Activity Packages/Self Awareness

For a general work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the three general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 347 in this issue. (AG)

ED068724 VT017347

WORK EXPERIENCE EDUCATION; LEARNING ACTIVITY PACKAGES: EXPLORATORY GOALS 3-5.

California State Polytechnic Coll., San Luis Obispo.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 71 Note-545p.

EDRS Price MF-$0.65 HC-$19.74

Descriptors-Answer Keys/Behavioral Objectives/*Career Education/*Goal Orientation/Humanities/Individualized Programs/*Learning Activities/Manuals/Post Testing/Pretests/*Resource Units/Secondary Grades/State Programs/Vocational Development/*Work Experience Programs/Worksheets

Identifiers-California/Career Awareness/LAP/*Learning Activity Packages/Self Awareness

For an exploratory work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on

self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the three general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

ED068723 VT017346

WORK EXPERIENCE EDUCATION; LEARNING ACTIVITY PACKAGES; GENERAL GOALS 1-2.

California State Polytechnic Coll., San Luis Obispo.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 71 Note-354p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors-Answer Keys/Behavioral Objectives/*Career Education/*Goal Orientation/Humanities/Individualized Programs/*Learning Activities/Manuals/Post Testing/Pretests/*Resource Units/Secondary Grades/State Programs/Study Guides/Vocational Development/*Work Experience Programs/Worksheets

Identifiers-California/Decisions/Educational Awareness/LAP/*Learning Activity Packages/Self Awareness

For a general work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals, which focus on the relevance of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities and rationales are provided for the two general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

ED068722 VT017345

WORK EXPERIENCE EDUCATION; LEARNING ACTIVITY PACKAGES: VOCATIONAL GOALS 3-5.

California State Polytechnic Coll., San Luis Obispo.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 71 Note-460p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors-Answer Keys/Behavioral Objectives/*Career Education/*Goal Orientation/Humanities/Individualized Programs/*Learning Activities/Manuals/Post Testing/Pretests/*Resource Units/Secondary Grades/State Programs/Study Guides/Vocational Development/*Work Experience Programs/Worksheets

Identifiers-California/Career Awareness/LAP/*Learning Activity Packages/Self Awareness

For a vocational work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with

student worksheets, supplementary activities, and rationales are provided for the two general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

ED068721 VT017344

WORK EXPERIENCE EDUCATION; LEARNING ACTIVITY PACKAGES: EXPLORATORY GOALS 1-2.

California State Polytechnic Coll., San Luis Obispo.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 71 Note-167p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors-Answer Keys/Behavioral Objectives/*Career Education/*Goal Orientation/Humanities/Individualized Programs/*Learning Activities/Manuals/Post Testing/Pretests/*Resource Units/Secondary Grades/State Programs/Study Guides/Vocational Development/*Work Experience Programs/Worksheets

Identifiers-California/Decisions/Educational Awareness/LAP/*Learning Activity Packages/Self Awareness

For an exploratory work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals, which focus on the relevance of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities and rationales are provided for the two general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 345-017 348 in this issue. (AG)

ED068720 VT017343

WORK EXPERIENCE EDUCATION; LEARNING ACTIVITY PACKAGES: VOCATIONAL GOALS 1-2.

California State Dept. of the Youth Authority, Sacramento.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 71 Note-380p.

EDRS Price MF-$0.65 HC-$13.16

Descriptors-Answer Keys/Behavioral Objectives/*Career Education/Goal Orientation/Humanities/Individualized Programs/*Learning Activities/Manuals/Post Testing/Pretests/*Resource Units/Secondary Grades/State Programs/Vocational Development/*Work Experience Programs/*Worksheets

Identifiers-Decisions/Educational Awareness/LAP/*Learning Activity Packages/Self Awareness

For a work experience education program in vocational education for the secondary grades in California, learning activity packages (LAP) are provided separately for two general program goals which focus on the relevancy of school to career requirements and the importance of self-actualization. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the two general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. (AG)

ED068651 VT016948

WORK EXPERIENCE CAREER EXPLORATION PROGRAM (WECEP) ADVISORY COMMITTEE REPORT: EVALUATION AND RECOMMENDATIONS.

Minneapolis Public Schools, Minn. Special School District 1.

Pub Date Jun 72 Note-82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Career Education/*Changing Attitudes/*Disadvantaged Youth/Grade 9/Prevocational Education/Program Cost/*Program Evaluation/School Community Relationship/Student Attitudes/Student Behavior/Tables (Data)/*Work Experience Programs

Identifiers-*Career Exploration/WECEP/Work Experience Career Exploration Program

The Work Experience Career Exploration Program (WECEP) is a prevocational exploratory program designed for educationally disadvantaged ninth grade students, emphasizing the cultivation of individual talents, development of social skills, and the recognition of the student as an individual with social and economic worth. In order to evaluate WECEP, a post-test only control group design was followed. Based on data collected from school records, interviews with students, and employer ratings, the major finding of the evaluation was that the WECEP students showed significant improvement in behaviors and attitudes such as cooperation, completion of tasks, and pride in work. Included in this report are recommendations and program cost data. (JS)

ED065732 VT016360

A REFERENCE BIBLIOGRAPHY FOR GENERAL WORK EXPERIENCE AND COOPERATIVE OCCUPATIONAL PLANS OF INSTRUCTION.

Haines, Peter G.; Hyslop, David

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Note -43p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Bibliographies/*Career Education/*Cooperative Education/Education/*In-service Education/Reference Materials/*Work Experience Programs

Identifiers-Career Awareness

This bibliography of reference materials on cooperative education and general work experience programs will prove useful to teachers, coordinators, and administrators in in-service courses and to graduate students who seek in-depth information. The references include unpublished state bulletins, research reports, and items in the ERIC retrieval system, in addition to sources available through library collections of periodicals. Covering several decades in its scope, the bibliography lists items by the functions of operational school practice. Funds for compiling the references were provided by two professors, and printing costs were underwritten by a state Vocational Teacher Education Project. (AG)

ED065664 VT015494

EMPLOYER BASED CAREER EDUCATION (EBCE).

Banathy, Bela H.; Peterson, Robert M.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 72 Note-12p.; Prepared for a Symposium on Career Education conducted at the 1972 annual meeting of the American Educational Research Assoc.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Behavioral Objectives/*Career Education/*Curriculum Development/Educational Objectives/Integrated Curriculum/*Models/School Industry Relationship/*Speeches/Student Needs/Vocational Education

Identifiers-EBCE/*Employer Based Career Education

The Far West Laboratory for Educational Research and Development is designing the employer based career education model. The model, now at the advanced design phase and soon to be pilot tested, reflects: (1) a comprehensive educational program, (2) the needs of youth, ages 13-18, (3) an educational system to be controlled by public and private employers, (4) the importance of career exploration, (5) an individualized program, (6) the need for performance-based learning objectives, and (7) an educational program that is economically feasible. Another significant aspect of the model is the integrated curriculum approach to meeting the following needs of students: (1) self-awareness, (2) self-sufficiency, (3) decision-making skills, (4) social skills, (5) basic cognitive skills, (6) career skills, and (7) skills of employability. (JS)

ED062313 SP007368

WORK EXPERIENCE PROGRAM CURRICULUM GUIDE.

Boeser, Robert; et al.

Bloomington Public Schools, Minn.

Pub Date 70 Note-64p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Career Education/*Cooperative Education/*Curriculum Guides/*High School Curriculum/*Work Experience Programs

GRADES OR AGES: High School. SUBJECT MATTER: Work experience program. ORGANIZATION AND PHYSICAL APPEARANCE/The introductory material outlines the program philosophy, rationale, and objectives. There are six units, the first two given in detail, the remainder in outline only: a) orientation, b) career development, c) social living and health habits, d) employer-employee and co-worker relationships, e) money management, and f) labor organizations. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives and goals are listed in the introductory material. The first two units include detailed instructional objectives and learning activities. INSTRUCTIONAL MATERIALS: Forms required in the program, self-analysis rating scales, personality tests, and self-appraisal tests are included in the document. STUDENT ASSESSMENT: Methods of evaluation are described for the first two units. (MJM)

ED061733 24 EM009739

A FUTURES PERSPECTIVE ON EMPLOYER-BASED CAREER EDUCATION, 1971-2000.

Rhyne, R. F.; et al.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.-EPRC-6747-13 Bureau No.-BR-7-1013
Contract-OEC-1-7-071013-4274
Pub Date Oct 71 Note-53p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-*Career Education/*Career Planning/Job Skills/*Job Training/*Occupational Choice/Occupational Information/Social Factors/*Trend Analysis/Vocational Development/Vocational Education
Identifiers-EBCE/*Employer Based Career Education

Employer-Based Career Education (EBCE) aims to familiarize students with a number of jobs and prepare them for those occupations by exposing them, first hand, to various careers. Specifically, its goals are: 1) to reduce gratification lag by allowing earlier participation in occupations; 2) to aid students toward a responsible occupational choice by exposing them to several job experiences; 3) to provide knowledge, attitudes, and generalized skills which are necessary for a variety of entry-level jobs, and 4) to provide a total educational system, preparing students either for immediate employment or further education. How such a program would function and what success it would have depends on what the future in this country is like. Here, six "scenarios" of the years up to 2000 are outlined, tracing possible trends in personal values and the nature of the government. The way each scenario would affect EBCE's goals and assumptions is then discussed. (JK)

ED028226 UD007888
SUMMER WORK-STUDY PROGRAM ON URBAN PROBLEMS FOR SECONDARY SCHOOL YOUTH FROM INNER-CITY COMMUNITIES. FINAL REPORT.
Glassman, Albert I.; et al.
Philadelphia School District, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-8-0844
Grant-OEG-8-080844-4337 (085)
Pub Date 18 Dec 68 Note-73p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors-Community Agencies (Public)/*Community Problems/*Inner City/Occupational Aspiration/*Occupational Choice/Questionnaires/Recruitment/Resource Staff Role/*Secondary School Students/Summer Programs/*Work Study Programs
Identifiers-Philadelphia/Urban Problems Work Study Program

During the summer of 1968, 625 inner-city secondary school youth, ages 14-18, participated in a work-study program. Objectives were: (1) to involve inner-city youth in the development and interpretation of open-ended urban problems study programs; (2) to determine the effects of involvement in a variety of study and employment experiences related to the identification and amelioration of urban problems on individual and group behavior of inner-city youth; and (3) to determine the extent to which project activities implemented in the program can be diffused into the regular school program. Trainees, organized into teams of 10-13, each led by a young adult team leader, engaged in a daily 2-hour classroom session and a daily 4-hour work session. In many cases, they designed their own afternoon work projects in the community. The project was characterized by intensive community involvement. The findings of a questionnaire evaluation showed that the trainees were interested in a wide range of occupations, included nonprofessional jobs, and that they disliked occupations associated with the opposite sex. (Author)

ED001667

WORK EXPERIENCE EDUCATION PROGRAM IN SANTA BARBARA COUNTY HIGH SCHOOL DISTRICTS. REPORT OF AN EVALUATIVE STUDY.

Fielstra, Clarence

Santa Barbara County Schools, Goleta, Calif.

Pub Date 61 Note-82p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-Advisory Committees/*Career Choice/*High School Students/*Job Placement/Job Training/*Program Evaluation/School Community Relationship/*Work Experience Programs

Identifiers-Santa Barbara

The program has operated since 1953 in five communities. High school personnel have developed a work-study program in an attempt to help students—(1) make better occupational choices, (2) gain the necessary preparation for their chosen work, (3) find placement on the job, and (4) adjust to and grow on the job. Three forms of work education are offered. Exploratory work experience education is intended to help the student discovur his aptitudes and interests through a variety of work situations. General work experience offers financial remunerations and school credit and is related to a student's proposed career. Vocational work experience education is a program of paid work directly related to the occupation the student expects to enter. It is recommended that the schools, the employment service, and the employers work closely together and that each school district employs a coordinator to help with the effort. Parents', students', employers', faculties', and principals' program evaluations reveal that the program is judged to be successful and of much value. The work experience education program was found not to interfere with regular school work, and participants compared favorably with nonparticipants. Recommendations given are applicable to any work-study program and include the formation of advisory committees and the careful supervision and assignment of students. A selective bibliography is appended.

AIM/ARM REPORT LITERATURE

VT 101 394

Banta, Trudy; et al.

A TOPICAL BIBLIOGRAPHY OF WORK EDUCATION PROGRAMS, PROJECTS AND PROCEDURES.

System Development Corp., Santa Monica, Calif.

Office of Education (DHEW), Washington, D.C.

Document not available in VT-ERIC Set.

OEC-0-72-5024

TM-5086/000/00

Pub Date - Mar 73 136p.

Descriptors - *Bibliographies/*Work Experience Programs/*Projects/Educational Programs/ Vocational Education/Career Education

Abstract - Generated by research on a set of case studies of 50 successful and innovative programs, this bibliography of approximately 900 work education programs has resulted from a number of sources. These include a search of ten years of the "review of periodical literature," the "education index," and the "business index"; a review of the holdings of the University of California at Los Angeles and the University of Southern California; and a series of both manual and automated searches of ERIC holdings. From the 2000 citations obtained, the collection was screened for relevance to this study and this collection has resulted. Entries are classified under the following topics: (1) development of work education programs, (2) operational details, (3) research and development projects, (4) descriptions of specific programs, (5) follow-up and evaluation, (6) career education, (7) general, and (8) bibliographies. Entries within the groups are listed alphabetically by author and contain the title, publisher and date, number of pages, and availability. An introduction provides explanatory notes and abbreviations used. (AUTHOR/MU)

VT 101 348

ALTERNATE COOPERATIVE EDUCATION FOR TWO-YEAR QUARTER SYSTEM COLLEGES. FEASIBILITY RESEARCH AND PROGRAM DESIGN.

Foothill Community Coll. District, Los Altos Hills, Calif.

Office of Education (DHEW), Washington, D.C.

MF available in VT-ERIC Set for AIM/ARM, v8, n1.

OEC-0-73-6492

Pub Date - 15 Aug 74 123p.

Descriptors - *Vocational Education/*Technical Education/*Community Colleges/*Field Experience Programs/*Cooperative Education/Quarter System/Internship Programs

Identifiers - California

Abstract - To design a model cooperative education program for any 12-week, quarter-system, 2-year college and to describe the processes by which the district and its faculty, the community and its employers, and the colleges and their students are accommodated in the design was the purpose of the research project reported in this document. The concept of 3-month and 6-month, alternate term, cooperative education field experience for students seeking to combine education classroom theory and concepts with real-time career developments or career exploration opportunities was endorsed. The appendices furnish surveys conducted in the course of study plus information about the community colleges involved. (AUTHOR/LJ)

VT 101 346

CENTRAL AREA SCHOOLS OCCUPATIONAL DEVELOPMENT PROGRAM. FINAL REPORT.

Seattle Public Schools, Wash.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

MF available in VT-ERIC Set for AIM/ARM, v8, n1.

OEG-071-1171(361)

Pub Date - Jun 74 211p.

Descriptors - Career Education/*Curriculum Development/*Career Opportunities/*School Community Cooperation/Occupational Clusters/*Work Experience/*Instructional Programs

Identifiers - *Seattle

Abstract - To determine a program of occupational skills which would serve the needs of youth from grades five through twelve, a central area committee in Seattle performed a survey which suggested 37 possible occupational skill areas. Working advisory committees for each of the skill clusters developed curriculum materials and formulated standards for instructors. Stressing cooperation between the middle school, high school, and the local community college, the project was implemented with work opportunity centers in operation for each of 18 occupational areas. A career counseling service was established to aid students seeking employment opportunities. Specific objectives and course descriptions appear in the body of the report. Working papers, policy statements, enrollment information, and other pertinent materials are appended. (KH)

VT 101 229

Hanson, Clark; Gadda, Hilding

GUIDELINES FOR ESTABLISHING OFF-FARM AGRICULTURAL EXPERIENCE PROGRAMS IN VOCATIONAL AGRICULTURE IN SOUTH DAKOTA.

South Dakota State Univ., Brookings. Dept. of Agricultural Education.

MF available in VT-ERIC Set for AIM/ARM, v8 n1.

Dr. Hilding Gadda, Dept. of Agricultural Education, South Dakota State Univ., Brookings, SD 57006.

Pub Date - Aug 73 50p.

Descriptors - *Off Farm Agricultural Occupations/*Vocational Agriculture/*Agribusiness/*Curriculum Guides/*Work Experience Programs/Cooperative Programs/High School Students

Identifiers - South Dakota Public Schools

Abstract - This publication consists of tentati guidelines intended to be used to establish and conduct diversified off-farm agricultural occupation experience programs f the 1973-74 academic year in South Dakota. The purpose of this guidebook is to provide the local vocational agriculture instructor with guidelines, procedural steps, promotional information, and recommended references for the successful implementation of an off-farm occupational experience program. This type of program is defined as a cooperative educational experience provided for high school students consisting of related classroom instruction in agriculture, agribusiness, and related subjects combined with placement for supervised occupational experience in a business related to agriculture. Examples of forms to be used during the program are included, and a list of references is provided. (AUTHOR/LJ)

VT 101 125

Riley, Clayton; Turner, Betty

DEVELOPMENTAL PROGRAMS IN DISTRIBUTIVE EDUCATION. FINAL REPORT.

Western Kentucky Univ., Bowling Green.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

MF available in VT-ERIC Set for AIM/ARM, v7, n6.

Pub Date - Apr 74 74p.

Descriptors - *Distributive Education/*Internship Programs/School Industry Relationship/*Program Descriptions/Secondary School Students/*Simulation/*Rural Youth

Identifiers - *Kentucky

Abstract - To serve the educational needs of rural youth, a project to provide a distributive education using simulation and special instructional materials has been initiated in Kentucky. Results of the program include the development of materials and procedures for simulation and the training and placement of most of the 128 students who participated. This document reports the 18-week program of on-the-job internship from October 1973 to February 1974 that was used to supplement the classroom simulation program. Objectives, procedures, results, and evaluations are summarized. Recommendations for future programs are made by training sponsors, students, and project coordinator and concern on-the-job experiences, a daily evaluation of students, and the need to involve additional businesses in the program. (MU)

VT 100 971

COMMUNITY COLLEGE VOCATIONAL COOPERATIVE EDUCATION. FINAL REPORT.

San Mateo Junior Coll. District, Calif.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Coast Community Coll. Dist., Costa Mesa, Calif.

MF available in VT-ERIC Set, ED 095 434.

OEC-0-71-0527(361)

Pub Date - 73 62p.

Descriptors - *Cooperative Education/*Community Colleges/*Technical Education/*Vocational Education/*Work Study Programs/Developmental Programs/Junior Colleges

Identifiers - *California

Abstract - This exemplary program, developed over a 3-year period by the joint efforts of five California Community Colleges and financed by a U.S. Office of Education grant under Part D of

the Vocational Education Act is reviewed in this final report. After three years (1970-1973) of developing and demonstrating three methods--alternate semester, parallel and extended day--for training, retraining and upgrading students, the results have been better than original expectations. Twenty progress indicators, as a means of reporting about various innovations within the project, are elaborated on in this report and include such topics as law enforcement cooperative programs, new careers for women through cooperative education, employer reactions to cooperative programs, brochures on cooperative education, and an outside evaluation team and its procedure. Substantial progress toward the objectives which focus on the effectiveness of the various programs has been demonstrated by the consortium. (AUTHOR/MU)

VT 100 946

Frankel, Steven M., ed.; et al.

DIRECTORY OF REPRESENTATIVE WORK EDUCATION PROGRAMS 1972-73.

System Development Corp., Santa Monica, Calif.

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

MF available in VT-ERIC Set, ED 095 434.

DHEW-PUB-(OE)-74-01701

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.95)

Stock Number 1780-01244

Pub Date - 73 339p.

Descriptors - *Directories/*Work Study Programs/Reference Books/Catalogs/Success Factors

Abstract - The 550 returns from 600 questionnaires seeking information concerning work study programs in the U.S. supply the data for this directory. These data will be used to document the growth, training strategies and significant features of 50 of the more successful ones in order to make recommendations for future work education programs. Programs included here are listed by state and contain the following items of information: (1) school, (2) educational level, (3) primary purpose of the program, (4) inclusion of related instruction, (5) industrial setting, (6) presence of students under age 16, (7) academic credit for work, (8) percentage of completions, (9) union participation, (10) number enrolled in 1972-1973 school year, (11) occupational area, (12) employers reimbursed, and (13) private support. (MU)

VT 100 381

Brennan, Vicent F.; et al.

WORK STUDY PROGRAMS, 1971-72: SUMMARY

Syracuse City School District, N. Y.

MF available in VT-ERIC Set, ED 094 270.

Secondary-Bull-107

Pub Date - Oct 72 17p.

Descriptors - *Occupational Guidance/*Vocational Adjustment/*Vocational Development/*Vocational Education/*Work Experience Programs/Secondary School Students/Work Study Programs

Identifiers - *Syracuse City School

Abstract - Summarizing all the work study programs in Syracuse City School District for the school year 1971-1972, this report describes the six programs giving for each of them the number of students enrolled and the number completing the program, the number of employers involved and the total amount of money earned, and the number of students in the program who left school. The following six programs are described: (1) vocational industrial cooperative diversified occupations program, (2) office occupations work experience program, (3) sales occupations work experience program, (4) general work experience program, (5) school work alternative program, and (6) special education work study program. (MU)

VT 100 345

OCCUPATIONAL LEARNING CENTER PROGRAM

Syracuse City School District, N. Y.

MF available in VT-ERIC Set, ED 094 270.

Pub Date - 72 137p.

Descriptors - *Continuation Education/*Disadvantaged Youth/*Individualized Programs/*Occupational Guidance/*Work Study Programs/Dropouts/Potential Dropouts/Secondary Grades/Work Experience Programs

Identifiers - Syracuse/New York

Abstract - During its second year the occupational learning center program of the Syracuse City School District worked with 117 students, all dropouts, or potential dropouts. The program is now established as an alternate secondary program qualifying students for a local high school diploma. This is an individualized program of occupationally oriented instruction, guidance, and training and/or work experience designed for a target population of the most disaffected students who had experienced failure in the regular educational system. The center staff were encouraged with results obtained from a large majority of the student group based on attendance, basic skills, behavior and attitude, and employability. An individual progress report on each student (3 to 5 pages) prepared by the staff from each center comprises most of the report. A related document is available as VT 100 343. (MU)

VT 100 215

Sherline, Renee C.

HANDBOOK FOR COOPERATIVE EDUCATION COORDINATORS. PART 1, HANDBOOK, AND PART 2, EXHIBITS.

New York City Board of Education, Brooklyn, N.Y. Bureau of Cooperative Education.

MF available in VT-ERIC Set, ED 094 270.

Pub Date - 69 95p.

Descriptors - *Cooperative Education/*Coordinators/*Educational Policy/*Vocational Education/*Work Study Programs/Administration/Educational Programs/Manuals/Part Time Jobs

Identifiers - *New York City School

Abstract - This manual describes the regulations governing the practices and procedures of cooperative education in the New York City School System for the benefit of the coordinator of cooperative education in any one of the schools in the system. Present procedures and those concerning placement of students are described. Various part-time programs offered are defined by

the policies governing them: alternating work and classes on a 1-week, 2-week, 3-week, 4-week, and daily basis. The schools participating in the cooperative program are listed. The following programs are discussed in detail: (1) municipal civil service program, (2) health careers, (3) a 5-year projection for occupational education under the bureau of cooperative education outlines program expectations in twelve major occupational areas. They are: (1) building trades, (2) cosmetology, (3) drafting, (4) electrical trades, (5) electronics, (6) fashion trades, (7) foods trades, (8) health, (9) hospital, (10) machine shop, (11) printing, and (12) woodworking. The 33 exhibits provide sample forms of applications, tests, certifications, agreements, and other reporting devices. (MU)

VT 100 161

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM.

Monroe County Community Schools, Bloomington, Ind.

Bureau of Labor Standards (DOL), Washington, D.C.

MF available in VT-ERIC Set, ED 094 269.

Pub Date - ND 4p.

Descriptors - *Disadvantaged Youth/*Dropout Prevention/*Junior High School Students/*Vocational Development/*Work Experience Programs/High School Students

Identifiers - *Bloomington Youth Incorporated; Indiana

Abstract - In January 1970 Indiana's first work experience and career exploration program (WECEP) was initiated at Binford Junior High School, Bloomington, through Bloomington Youth Incorporated, a non-profit organization formed by Kenneth Bales, an industrial arts teacher at the school. WECEP was designed to serve the disadvantaged 10 percent or more of the student body by providing regular classes in the mornings and either vocational training or work at jobs in the community in the afternoons. This article (probably prepared in 1972) presents basic program goals, student eligibility criteria, budgetary information, and evaluative statistics for the first two years of WECEP. During the second year the program was expanded to other junior and senior high schools in Monroe County, and has been well accepted by both the students and the community. (MF)

VT 100 151

Peck, A. Daniel

COMMUNITY COLLEGE VOCATIONAL COOPERATIVE EDUCATION: OUTSIDE EVALUATION REPORT (MARCH 22, 1971-APRIL 21, 1972).

Educational Consultants, Palo Alto, Calif.

Office of Education (DHEW), Washington, D.C.

MF available in VT-ERIC Set, ED 094 269.

OEC-0-71-0527(361)

Pub Date - ND 277p.

Descriptors - *Community Colleges/*Cooperative Education/*Cooperative Programs/*Developmental Programs/*Program Evaluation/Vocational Education

Identifiers - *California

Abstract - This summary report presents materials accumulated from an evaluation of five California community colleges for the period from March 22, 1971 to April 21, 1972. Before the

site visits each college furnished data compiled for the outside evaluation team. During the site visits the team conducted interviews with educators, students, and employers and made other observations. The last part of the evaluation involved a series of conferences by the evaluation team, their individual reports, and their joint discussions. The first section of the report presents the evaluation of progress toward each of six principal objectives, with additional comments. The materials sections include enrollment data, typical exercises required of cooperative education students, student objectives and evaluations, information for and by coordinators, job development, minority development, presentations to schools and other groups, and special programs. (MF)

VT 017 667

WORK EXPERIENCE PROGRAM COURSE OUTLINE. AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM.

Dade County Public Schools, Miami, Fla. Div. of Vocational, Technical and Adult Education.

MF available in VT-ERIC Set, ED 075 668.

Textbook Services, 2210 S.W. Third Street, Miami, Florida 33135

Pub Date - 71 239p.

Descriptors - *Leaders Guides/*Junior High School Students/*Units of Study (Subject Fields)/ Sequential Programs/*Vocational Education/Vocational Development/Behavioral Objectives/Goal Orientation/Bibliographies/Post Testing/Career Choice/Employment Qualifications/Career Opportunities/*Work Experience Programs

Abstract - These seven course outlines for a sequential work experience program at the junior high school level were developed through the cooperative efforts of instructional and supervisory personnel, the Quinmester Advisory Committee, the Vocational Teacher Education Service, and the Dade County Vocational Curriculum Committee as guides for the program's teacher-coordinator. Each 45-hour unit of study in the Quinmester Program contains a course rationale, general and specific behavioral goals and objectives, a brief instructional outline, and a bibliography. Sample posttests with answer keys are appended. Topics covered include: (1) an introduction to the work experience program, (2) labor and employment laws, (3) the employer-employee relationship, (4) career choice, (5) career opportunities and job requirements, (6) consumer economics and money management, and (7) exploratory field experiences. Teaching techniques include the use of lectures, resource persons, textbooks, and audiovisual aids. Acceptance into the work-experience program requires a demonstration of special need, a parental conference, a check of school records, and an age of at least 14 years. (AG)

VT 016 807

INDUSTRY-EDUCATION COORDINATOR. PUBLIC POLICY REPORT.

National Association of Manufacturers, New York, N.Y. Education Dept.

MF available in VT-ERIC Set, ED 070 816.

Education Department, National Association of Manufacturers, 277 Park Avenue, New York, New York 10017 (No Charge)

14p.

Descriptors - *Pamphlets/Government Role/*Coordinators/*Educational Coordination/ Vocational Development/Career Education/*School Industry Relationship/Public Policy/Policy Formation/Administrator Role/*Cooperative Programs

Abstract - This pamphlet discusses the benefits from cooperation between industry and education, the necessity for a new approach in this area, the New Jersey industry-education programs, the federal role, and steps for duplicating and expanding the New Jersey efforts. Eight groups of businessmen and educators with extensive experience in industry-education programs are enumerated. The role of an industry-education coordinator within these programs is stressed. (AG)

VT 016 343

DILENOWTSCO FOUR I'S PROJECT. INTERIM REPORT.

Dilenowtsco Educational Cooperative, Norton, Va.

MF available in VT-ERIC Set, ED 070 816.

OEC-0-70-4753 (361)

Pub Date 31 Jul 72 102p.

Descriptors - *Potential Dropouts/*Vocational Education/*Developmental Programs/Secondary Grades/Behavioral Objectives/*Work Experience Programs/*Occupational Guidance/Program Evaluation/Employment/Job Placement/Project Training Methods/Resource Materials/Manipulative Skills/Vocational Development

Abstract - To provide a group of 125 over-age potential dropouts in one county and a group of 96 girls in another county in the Appalachian area of Virginia with manipulative skills, occupational information, guidance counseling, and actual work experience, a year-long federally funded exemplary vocational preparation program used rotated prevocational laboratory programs in a wide range of skill areas, 29 field trips, and 22 resource persons, in order to improve basic reading and mathematics abilities. Although standardized tests and staff developed questionnaires show uneven academic improvement, positive attitudes and appreciation for the program were expressed. A program evaluation includes recommendations concerning its refinement and expansion after federal funds are discontinued. Specific behavioral objectives are given for each year in a 3-year plan. Job placement, personal and occupational counseling, and background information detailing educational needs are topics of discussion. Resource materials are included in the appendixes. An earlier edition of this document is available as VT 014 727 (ARM vol. 5 no. 4). (AG)

VT 016 303

MARYLAND CAREER DEVELOPMENT PROJECT (K-ADULT). VOLUME I (INTERIM REPORT) AND VOLUMES II-III (SECOND ANNUAL REPORT).

Maryland State Dept. of Education, Baltimore.

MF available in VT-ERIC Set, ED 070 816.

OEC-0-70-5186(361)

Pub Date 15 Jun 72 221p.

Descriptors - Annual Reports/Developmental Programs/*Career Education/*Vocational Development/Occupational Information/*Program Evaluation/Resource Materials/*Career Opportunities/*Work Experience Programs

Abstract - This second annual interim report for the period July 1, 1971 through June 30, 1972 describes and evaluates the seven project components: (1) elementary career development resource, (2) work-oriented (cooperative), (3) information and placement systems, (4) career exploration workshops, (5) television series, (6) Maryland career development resource notebook,

and (7) Maryland career development conference. The most significant accomplishment of the project was that people throughout the state as well as in the operational setting of Baltimore city became aware of the concept of career development and its potential for changes in education. The positive reception toward career education programs in Baltimore city has led to plans for extension of programs in that city and also in 16 local school systems. Volume II of this report contains the detailed project evaluation and Volume III includes surveys, tests, and related measurements. The first annual interim report on this project is available as ED 057 251 or VT 014 418 (ARM, vol. 5, no. 3). (MF)

VT 016 017

WHO AM I, WHERE AM I GOING, HOW DO I GET THERE? A GUIDELINE FOR CAREER AWARENESS. PART 2, WHAT ABOUT VOCATIONAL EDUCATION?

Washington State Coordinating Council for Occupational Education, Olympia.

MF available in VT-ERIC Set, ED 069 919.

32p.

Descriptors - *Guidelines/*Program Descriptions/*Career Education/Teaching Techniques/*Instructional Innovation/*Integrated Activities/Educational Programs/*Work Experience Programs/Vocational Interests/Job Skills/Career Planning/Career Opportunities/Instructional Aids/After School Activities/Community Resources/Continuation Education

Abstract - This report of career awareness activities in 20 Washington state communities briefly describes successful vocational education programs at all grade levels. Illustrated with photographs of teachers and students, this project of the program development division, Washington State Coordinating Council for Occupational Education, provides an index to the communities as well as a rationale for career education. A wide range of innovative activities includes parent involvement as teachers, programs for the handicapped, isolated, and dropout, a career fair, and "real-life" activities such as marketing classroom products and forming a class government, "mini-courses" and after school activities are briefly discussed. These guidelines to career awareness ideas is intended for use with parts 1 and 3, VT 016 016 and VT 016 018, available in this issue. (AG)

VT 015 998

EVALUATION OF THE EXEMPLARY PROJECT IN VOCATIONAL EDUCATION. TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM.

Bernalillo Public Schools, N. Mex.; New Mexico Univ., Albuquerque. Bureau of Educational Planning and Development.

MF available in VT-ERIC Set, ED 070 816.

OEG-0-71-1025(361)

Pub Date Jan 72 71p.

Descriptors - *Disadvantaged Environment/Ethnic Groups/*Developmental Programs/Goal Orientation/Educational Problems/Elementary Grades/*Program Evaluation/*Career Education/Vocational Development/Work Experience Programs/*Program Improvement/Data Collection/Secondary Grades/Continuation Education/Job Placement

Abstract - This first evaluation of a 3-year federal exemplary project in vocational education including a career education program for the elementary and secondary grades, general work

experience for junior and senior high students, vocational work experience for senior high students, and job training and placement for grade 12 students and former students, was conducted by a team of graduate students and faculty in education from the University of New Mexico. This project functioned as a change agent in a disadvantaged area with a 50 percent Indian, 40 percent Spanish American, and 10 percent Anglo enrollment. Each of the 10 goals for the project was fulfilled only to a limited extent, due to staff recruitment problems, poorly worded or inappropriate objectives, and other extenuating factors. Recommendations are made for improving program management and administration, for revising objectives and project content, and for collecting data to evaluate the project more effectively. (AG)

VT 015 038

Carroll, Riley O.

THE IMPLEMENTATION OF A COMPREHENSIVE OCCUPATIONAL EDUCATION PROGRAM IN A RURAL SCHOOL SYSTEM. INTERIM REPORT (JULY 1, 1970-June 30, 1971).

Wake County Schools, Raleigh, N.C.

MF available in VT-ERIC Set, ED 068 733.

OEC-0-70-4786(361)

Pub Date 30 Jun 71 381p.

Descriptors - *Rural Schools/*Program Design/Resource Materials/*Career Education/Disadvantaged Youth/Elementary Grades/Secondary Grades/*Program Evaluation/Community Involvement/In-Service Teacher Education/Potential Dropouts/Vocational Development/Work Experience Programs/Occupational Guidance/Behavioral Objectives/*Developmental Programs

Abstract - This annual interim report of a federally funded exemplary project describes the implementation of a comprehensive integrated career education program in the elementary and secondary grades in a rural school system in Wake County, North Carolina. Sixty field trips were conducted for 900 students and a wide range of resource speakers was heard by 800 students as part of the career oriented classroom units. Teacher developed materials, group counseling, occupational guidance, and class projects provided opportunities for development of positive work attitudes, self-evaluation, and decision-making skills. Teacher and community involvement was effected by means of workshops for in-service teacher education, short work experience courses for 56 students, and job placement and post-secondary school placement activities. Stressing the teaching of job skills for potential dropouts in this disadvantaged area, the program design includes general and specific goals and behavioral objectives, and detailed background information, including statistical data and extensive resource materials in the appendixes. A separate section on program evaluation details factors involved in attainment of program goals and assesses the effectiveness of the program. (AG)

VT 015 011

Gonzales, Raymond R.

TRI-CULTURAL VOCATIONAL EXPLORATORY CAREER AND WORK EXPERIENCE EDUCATION PROGRAM. INTERIM REPORT.

Bernalillo Public Schools, N. Mex.

MF available in VT-ERIC Set, ED 068 733.

OEG-0-71-1025(361)
Pub Date Feb 72 147p.

Descriptors - *Career Education/*Developmental Programs/Vocational Education/*Cooperative Education/Work Study Programs/Work Experience Programs/*Occupational Guidance/*Job Training/College Placement/Job Placement/Pilot Projects/Models/Work Attitudes/Skill Centers

Abstract - Covering the first 12 months of operation, this report describes and evaluates efforts to implement a career education project. The four phases of the project area consist of: (1) an exploratory career and occupational guidance education program, (2) a general work experience program for the development of desirable work attitudes, (3) a vocational work experience program, and (4) a post-secondary placement and job-entry training program. Results of the four phases include: (1) the development and distribution of curriculum materials, (2) the implementation of an on-site career exploration program, (3) the placement of students in part-time and full-time jobs, and (4) providing assistance to college-bound students. Counseling forms and a handbook for job applicants are among the appendixes. (JS)

VT 014 849

Rosenfeld, Michael; et al.

SELECTED FUNCTIONAL COMPONENTS OF A VOCATIONAL EDUCATION COUNSELING SYSTEM FOR URBAN YOUTH.

American Institutes for Research, Pittsburgh, Pa.

MF available in VT-ERIC Set, ED 068 733.

OEC-0-70-5184

AIR-24700-11/71-FR

Pub Date Nov 71 109p.

Descriptors - *Demonstration Projects/*Career Education/*Vocational Counseling/*Counseling Programs/Occupational Guidance/*Program Evaluation/Cooperative Programs/Work Experience Programs/Intermediate Grades/Secondary Grades/Job Placement/Student Placement/Career Planning/Career Choice/Dropout Prevention

Abstract - The purpose of this report is to evaluate a demonstration project which is composed of four major components: (1) a 3-phase career orientation program for preadolescents (grades 6-8), (2) a cooperative work experience program (COOP) for secondary students enrolled in marketable skill-centered programs, (3) a placement program for high school graduates, and (4) a 3-phase counseling/training program to serve high school students who are not enrolled in vocational programs (project set). Major emphasis of the evaluative effort was given to Phase II of the career orientation program and to the coop and graduate placement program, while less emphasis was given to Phase I of the career orientation program and project set. Information provided for each of the four components include: (1) a brief introduction describing the component, (2) a description of the evaluation method, including a discussion of the results and recommendations, and (3) samples of the evaluation instruments. The interim report for this project is available as VT 014 848 in this issue. (SB)

VT 011 892

GUIDELINES FOR THE DEVELOPMENT OF THE CAPITAL AREA CAREER CENTER: PROGRAM, STAFFING, AND STRUCTURE.

Ingham Intermediate Board of Education, Mason, Mich.
MF available in VT-ERIC Set, ED 051 432.
Pub Date Nov 69 36p.
Descriptors - *Vocational Education/Employment Programs/Cooperative Programs/Occupational Information/*Job Training/Career Planning/Program Development/Adult Education/Differentiated Staffs/*Guidelines/*Supplementary Educational Centers/Facility Requirements/*Compensatory Education Programs
Abstract - A metropolitan area with diversified employment opportunities for trained personnel and an increasingly high rate of employment provides the proper setting for a career center. By serving youths and adults through occupational exploration, preparation for entry employment and continuing education, such a center plays an important role in supporting and supplementing already existing occupational programs. Thus it is proposed that the capital area career center should be operated by the Ingham intermediate district and should be responsive to all the people and all the agencies. It is further proposed that the center should operate a secondary program, an out-of-school youth program, and an adult program as well as provide student services and job placement. Other provisions included in these guidelines are the design of the instructional system, the staffing requirement, and the space requirement. (JS)

VT 008 168
Letson, John W.; et al.
SPEECHES PRESENTED AT THE NATIONAL CONFERENCE ON EXEMPLARY PROGRAMS AND PROJECTS. (1968 Amendments to the Vocational Education Act) (Atlanta, March 12-14, 1969)
MF available in VT-ERIC Set, ED 031 587.
Pub Date Mar 69 258p.
Descriptors - Educational Administration/*Models/Program Development/*Vocational Development/*Speeches/Occupational Guidance/Job Placement/Work Experience Programs/Curriculum/Elementary Schools/Junior High Schools/Secondary Schools/Adult Education/Noncollege Preparatory Students/Educational Programs/*Program Descriptions/*Educational Innovation
Abstract - Among the 10 papers presented at this conference were: (1) "Implications, Priorities and Program Potential of the Exemplary Program Section of the Amendments" by Dr. John Letson, (2) "Unifying an Entire System of Education around a Career Development Theme" by Dr. Edward Herr, (3) "School Based Models for Promoting Occupational Exploration and Guidance at the Elementary, Junior High, Secondary, and Adult Levels" by Dr. Normal Gysbers, (4) "Occupational Guidance, Counseling and Initial Job Placement Systems for Junior High and Secondary School Youth" by Dr. Gene Bottoms and Dr. Kenneth Matheny, and (5) "Patterns and Guidelines for Administering Exemplary Programs and Projects at both State and Federal Levels" by Dr. John Coster. (CH)

VT 004 352
MARENGO EXPERIMENTAL VOCATIONAL PROGRAM.
Community High School, Marengo, Ill.
MF available in VT-ERIC Set, ED 042 060.

Project No. 6052-A6.
81p.

Descriptors - *Program Descriptions/Program Evaluation/Secondary Grades/*Experimental Programs/*Work Experience Programs/Dropout Prevention/Student Attitudes/Self Concept/*Occupational Guidance/*Educationally Disadvantaged

Abstract - The Marengo experimental program provides educational program for the underachieving student with dropout characteristics. The value of the program lies in the degree to which these students are made to want to succeed. The program consists of: (1) learning laboratory core emphasizing reading, speaking, mathematics, and occupational guidance, and (2) vocational work experience core in which the student gains vocational skills. Observation was used to evaluate the progress made by the 19 students (ninth grade level) included in the program. General conclusions were: (1) the individual's self-concept was improved, (2) the program succeeded in proving to the students that they can learn, (3) in unstructured interviews, the students expressed feelings of accomplishments, (4) as a result of their work experience, they now feel they can learn needed job skills. Plans are to continue the program at the ninth grade level and extend it into the tenth grade. Course outlines are included. (MM)

VT 002 648

OCCUPATIONAL EXPLORATION PROGRAM MANUAL OF OPERATIONS

Champaign Community Unit 4 School District, Illinois

MF available in VT-ERIC Set, ED 027 441.

Pub Date 64 21p.

Descriptors - *Prevocational Education/*Work Experience Programs/High Schools/Program Descriptions/Program Administration/*Potential Dropouts/Occupational Guidance/*Program Guide

Abstract - The occupational exploratory program of special curriculum and services was designed for high school students who, because of social problems, are unable to make constructive use of their school experience and require the provisions of special services designed to promote their educational growth and development. Social problems are interpreted to mean poor social adjustment associated with factors such as cultural deprivation, educational retardation, population mobility, socioeconomic considerations, and inadequate school opportunities. Pupil elegibility is based on observed social maladjustment, academic retardation, and results of a case conference of professional personnel. The maximum class size is 20 pupils, all aspects of each pupil's program must have 10 semester hours of specialized training in courses such as educational and psychological diagnosis, remedial methods, mental health, abnormal psychology, and advanced sociology. The curriculum is vocationally oriented, functional, and tailored to the individual to the extent possible. Course offerings include English, mathematics, social studies, vocations, and electives. The pupil is involved in a work experience program designed to promote his vocational growth and development by his sequential progression through a work experience laboratory, an in-school cooperative work program, a cooperative work-study program, and a progressive work experience program. The pupil is under direct supervision of a prevocational adjustment counselor and has available to him the services of the division of vocational rehabilitation, social agencies, and school psychologists. The appendixes contain copies of the various record forms needed in operating and administering the program. (BS)

JOURNAL ARTICLES

EJ103446 AA518998
RESEARCH DEVELOPMENTS
Gibbons, Anne R.; Antuna, Abigail. American Education; 10; 8; 34-5 Oct 74
Descriptors - *Educational Research/*Secondary School Students/*Career Education/*Pilot Projects/*Learning Experience/Tables (Data)/Counseling Programs/Student Interests
Identifiers - *Experience-Based Career Education/National Institute of Education
Described Experience-based Career Education, a pilot project sponsored by the National Institute of Education which was started for secondary school students to provide them with direct learning experience in real occupational settings. (Author/RK)

EJ100391 AA518582
COMMUNITY EXPERIENCES FOR CAREER EDUCATION
Hagans, Rex W.; McClure, Larry J. Journal of Research and Development in Education; 7; 3; 80-90 Spr 74
Descriptors - *Career Education/*Educational Environment/*Instructional Systems/*Basic Skills/Career Planning
Identifiers - *Experience Based Career Education/Northwest Regional Educational Laboratory
Discussed some programs designed to introduce adolescents to direct experience with adults in the world of work as a natural learning environment. (Author/RK)

EJ096105 EC060867
UTILIZING COMMUNITY RESOURCES IN PROGRAMMING FOR THE GIFTED
Pinellie, Thomas E. Gifted Child Quarterly; 17; 3; 199-202 F 73
Descriptors - *Exceptional Child Education/*Gifted/*Cooperative Programs/*Career Education/*Enrichment/Seniors/High School Students
Briefly described is a 6-week cooperative program involving community resources to provide grade 11 and 12 gifted students with opportunities to exercise abilities and make realistic vocational choices. (MC)

EJ094223 CE500772
"REAL WORLD" CLASSROOM HELPS PREPARE STUDENTS
Lowrey, Tamara C. D and R Report; 2; 6; 20-21 Sep-Oct 73

Descriptors - *Career Education/Models/*Educational Programs/*Work Experience Programs/Occupational Guidance/Career Choice/Experimental Programs

Identifiers - *Employer Based Career Education

The Employer-Based Career Education (EBCE) Model derives from: (1) an alternative for young people who would like their education to be more directly related to life outside school; and (2) a merger of the best aspects of the academic and vocational curricula. (KP)

EJ094220 CE500769

DEVELOPER SCRUTINIZES ROLE OF THE EMPLOYER

Rouk, Ullik D and R Report; 2; 6; 12-13 Sep-Oct 73

Descriptors - *Career Education/*Work Experience Programs/*Career Choice/Occupational Guidance/Models/Experimental Programs/High Schools

Identifiers - *Employer Based Career Education

Research for Better Schools, Inc., a Philadelphia-based laboratory, has instituted a program, Academy for Career Education, as an alternative to the typical high school. The aim of the program is to provide high school students with actual work experience to help them make rational career decisions. (KP)

EJ094218 CE500767

NOW WE KNOW THE IDEA IS FEASIBLE

Briley, Kathie D and R Report; 2; 6; 6-8 Sep-Oct 73

Descriptors - *Career Education/*Educational Programs/*Work Experience Programs/Program Planning/Program Evaluation/Occupational Guidance/Experimental Program/Career Choice

Identifiers - *Employer Based Career Education

The career education program at the Appalachia Educational Laboratory enables teen-agers to spend their senior years exploring career opportunities alongside local employers. A general conclusion is that although employer-based career education may not be for every student, a significant number throughout the country can profit from this approach. (KP)

EJ094217 CE500766

NEW EXPERIENCE RANKS ABOVE USUAL ROUTINE

Buan, Carolyn D and R Report; 2; 6; 4-5 Sep-Oct 73

Descriptors - *Career Education/*Work Experience Programs/*Experimental Programs/*Occupational Guidance/High Schools/Innovation/Educational Programs/Career Choice/Career Planning

Identifiers - *Employer Based Career Education

Fifty teen-agers in Tigard, Oregon, are engaged in an employer-based high school alternative entitled Community Experiences for Career Education. The program staff believes that employers are best equipped to identify career education issues for students preparing to enter the work force. The program seeks to broaden career education. (KP)

EJ092307 CE500551

A CAREER EDUCATION PROJECT—MOBILE, ALABAMA

Career Education Digest; 7-8 Jan/Feb 74

Descriptors - *Work Experience Programs/*Career Education/*Community Involvement/*Community Cooperation/*Educational Programs/Program Planning

World of work experiences are best provided in real-life situations; consequently, a program of career education can be successful only with intense community involvement and cooperation. The K-12 program being developed by the Mobile County Public Schools System is described. (Author/KP)

EJ090790 CE500472

WORK EXPERIENCE AND THE BRITISH SCHOOL PUPIL

Littler, Keith T. Community Development Journal; 8; 2; 99-103 Apr 73

Descriptors - *Work Experience Programs/*Career Education/*Secondary School Students/Educational Legislation/Cooperative Education

Identifiers - Great Britain

In insulating the student from the hazards of the working world, the schools have neglected to prepare the student for his entry into that world. Work experience programs in secondary schools are proposed as a solution, as British students will shortly be required, by law, to spend an additional year in school. (AG)

EJ087423 CE500264

COMMUNITY RESOURCES FOR CAREER EDUCATION: STARRING BALTIMORE'S MCCORMICK PLAN

Carey, E. Niel; Marshall, Howard E. American Vocational Journal; 49; 9; 28-30 Dec 73

Descriptors - *Career Education/*Community Resources/*Community Involvement/*Work Study Programs/Participant Satisfaction

The article develops from a general discussion of the utilization of community resources in career education to a discussion of a particular program—the McCormick Plan in Baltimore—and other Maryland programs. Suggestions drawn from those programs are offered for identifying and using such resources. (AG)

EJ085638 CE500134

SUPERVISED EXPERIENCE PROGRAMS IN CAREER EDUCATION: A MUST IN AGRI-BUSINESS EDUCATION

Binkley, Harold Agricultural Education Magazine; 46; 6; 129, 139 Dec 73

Descriptors - *Career Education/*Agribusiness/*Vocational Education/*Field Instruction/*Work Experience Programs/Teaching Methods/Training Objectives

Experience programs are the training and development arm of the program in agribusiness education. The profession must be united in its belief and conviction that supervised experience programs of high quality are necessary if agribusiness education is to meet its future challenges and responsibilities. (KP)

EJ084430 EA504070

CAREER EDUCATION, GERMAN STYLE

Phi Delta Kappan; 55; 1; 37 Sep 73

Descriptors - *Career Education/*Vocational Education/*Vocational Development/*Work Study Programs/*Comparative Analysis

Identifiers - *Germany

Compares the career-oriented West German school system, where 57 percent of all German teen-agers are enrolled in work-study programs, to the U.S. system, which produces unemployed graduates that represent an unemployment average three times that of the national average. (Author/JF)

EJ076980 VT504768

CAREER EDUCATION: SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS

Eicken, Arthur L. Agricultural Education Magazine; 45; 11; 252-253 May 73

Descriptors - *Agricultural Occupations/*Career Education/*Cooperative Education/*Field Experience Programs/Student Projects/Supervisory Activities/Work Experience Programs

Identifiers - *Program Implementation

EJ067942 VT504279

INDUSTRY-EDUCATION COOPERATION

Ensign, M. Dale Business Education Forum; 27; 1; 10, 12-13 Oct 72

Descriptors - *Business Education/*Career Education/Community Programs/*Cooperative Programs/*Program Descriptions/*School Industry Relationship/Secondary Education/Work Experience Programs

EJ060157 VT503774

THE SALINAS APPROACH

Ray, Gordon; LeKander, Larry Thrust for Education Leadership; 1; 5; 24-25 Apr 72

Descriptors - *Career Education/*Program Descriptions/Program Development/Secondary Grades/Vocational Education/*Work Experience Programs

Identifiers - California/Salinas

EJ060153 VT503768

CHALLENGE TO EDUCATION

Ginzberg, Eli. Thrust for Education Leadership; 1; 5; 6-8 Apr 72

Descriptors - *Advisory Committees/*Career Education/*Career Planning/*Educational Problems/Integrated Curriculum/Manpower Development/Manpower Needs/*Work Experience Programs

Contains responses of the National Manpower Advisory Committee to the career education concept, which raised several caveats, more as constructive criticism than in opposition to the concept. (Author/SB)

EJ034772 HE501513

COOPERATIVE EDUCATION: PROSPECTS AND PITFALLS

Davis, James R. Journal of Higher Education; 42; 2; 139-46 Feb 71

Descriptors - Administrative Problems/*Career Planning/*Cooperative Education/Enrollment Trends/Federal Aid/Financial Support/*Higher Education/*On The Job Training/School Industry Relationship/*Student Employment

Advantages of cooperative education to students, institutions and employers, and problems which must be faced in initiating such programs. (Editor)

EJ021967 VT501556

THE MILITARY-EDUCATIONAL COMPLEX

Ammerman, William J Ind Arts Educ; 29; 6; 31-35 May-Jun 70

Descriptors - *Career Planning/*Curriculum Development/Foreign Countries/*Work Study Programs

Identifiers - American Community Schools in Athens/Overseas International Schools

A work study program, initiated by the American Community Schools in Athens and the American Air Force Base, exposes students to broader and more relevant educational experiences. (GR)

EJ021962 AA506605

WORK EXPERIENCE EDUCATION—AN ANSWER TO THE QUESTION, "WHO AM I?"

Kimbrell, Grady; Pilgram, Marilyn J Secondary Educ; 45; 5; 205-8 May 70

Descriptors - *Counseling Programs/*Educational Objectives/*Identification (Psychological)/*Occupational Guidance/*Work Experience Programs

It is to the schools to provide their students with meaningful work experiences in order to prepare them for adult life. Since one's work takes up more than half of his working hours, the choice of an occupation should be preceded by a great deal of deliberation. (CK)

EJ013799 HE500672

VALUES OF COOPERATIVE EDUCATION

Wandmacher, Cornelius. J Eng Educ; 60; 3; 326 Dec 69

Descriptors - *Career Planning/*Cooperative Education/*Engineering Education/*Relevance (Education)/Student Employment/Vocational Counseling/Work Experience Programs/*Work Study Programs

EJ011294 CG500885

NEEDED: THE VITAL ELEMENT OF FIELD EXPERIENCE

Wedemeyer, Richard H. J Coll Placement; 30; 1; 78-82 Oct-Nov 69

Descriptors - *Career Choice/College Programs/*College Students/*Educational Programs/*Field Experience Programs/Placement/Self Concept/Student Attitudes/*Work Experience Programs

Describes adaptation of field placement offered at Elmhurst College which helps student gain self-confidence, self-reliance. Offers opportunity for vocational exploration with salary, possibility of academic credit. (CJ)

PROJECTS IN PROGRESS

VTP 1877
Title: Occupational Exploration Intern Program.

Initiator: Andrew P. Hoywood
Institution: Charlotte-Mecklenburg Schools
Sponsor: North Carolina State Dept. of Public Instruction, Raleigh
Duration: 1974-1975 School Year to June 1977

Objectives: (1) To gain knowledge and understanding of technical skills and requirements for his career interest, (2) To gain knowledge and understanding of personal skills in human relations necessary for success in his career interest, and (3) To evaluate to his satisfaction plausible career choices and decide tentatively on appropriate educational plans.
Methodology: Selecting and employing a resource coordinator who will survey interests of students, survey community to find available places where interns might be placed, plan a program with each student, cross disciplinary lines within the school in order to equip students to go into the program, place students in appropriate intern positions, visit each intern regularly in his action-learning experience, provide for each intern continuous experiences in acquisition of skills and counseling within the school, have continuing conferences with the student and his supervisor in the organization where he is interning, and evaluate the outcome with each intern's supervisor. Federal funds total $12,755.00.

VTP 1824
Title: Project Challenge.

Initiator: John C. Stoughton
Institution: Claremont School District, New Hampshire
Sponsor: New Hampshire Dept. of Education, Concord
Duration: July 1, 1974 to June 30, 1975

Objectives: (1) To initiate a search to identify all experiential learning programs including those programs stressing career exploration and vocational preparation, and (2) To review all materials from search in order to identify components which could be utilized in the development of our program.
Methodology: Provide training in the methodology of experiential learning to a minimum of 10 new faculty members and to provide additional training for instructors already involved in Project Challenge. Staff training will be accomplished by sending current staff members to Outward Bound

and Appalachian Mountain Club Programs. Staff training for faculty and citizens will be accomplished by current P. C. staff and consultants. Staff training will occur throughout the duration of the grant. Federal funds total $4,000.00.

VTP 1749
Title: Cooperative Vocational Education Training Program for Cashiering.

Initiator: Donald E. Moore
Institution: Orono High School, Maine
Sponsor: Maine Dept. of Educational and Cultural Services, Augusta
Duration: October 21, 1974 to October 30, 1974

Objectives: To give 16 year old students the opportunity to receive training even if they do not meet the existing pre-employment requirements. The students who complete the training program will gain the necessary experience and confidence to be employed as cashiers.
Methodology: Arrangements have been made with Dougs Shop and Save food store chain to train 10 to 20 students. Each student will receive 11 hours of instruction consisting of 5 hours classroom and 6 hours on-the-job instruction on a one to one instruction basis. The coordinator will evaluate the merits of the program based on skills gained, jobs secured, and student satisfaction with the program. Federal funds total $368.44.

VTP 1732
Title: An Exemplary Program Establishing Cooperative Distributive Education for Disadvantaged Youth.

Initiator: John J. LeConche
Institution: Hartford Board of Education, Connecticut
Sponsor: Connecticut State Dept. of Education, Hartford
Duration: October 1, 1974 to June 30, 1975

Objectives: (1) To provide employment (training stations) for students who have left school, and (2) To develop a relevant plan of training and education for each individual participating in the program.
Methodology: The Project Director will contact local employers and local outlets of national chains to establish training stations. He will recruit and train counselors, teachers and coordinators, and effectuate initial placement and training. Through Project 70,001, more students will be involved in occupational education. The students will receive outstanding training in the field in which they are employed by an on-the-job supervisor, and a classroom experience in the subjects of Distributive Education and Math. Federal funds total $30,918.00.

VTP 1722
Title: Cooperative Occupational Opportunities and Placement Program.

Initiator: James Underwood
Institution: Greene County Board of Education, Eutaw, Alabama
Sponsor: Alabama State Dept. of Education, Montgomery
Duration: September 1, 1974 to June 30, 1975

Objectives: (1) To provide guidance services for individual and groups of students to increase their depth of understanding of their personal capabilities, interests, and values; and (2) To arrange observation activities or part-time employment for students to help them learn more about occupations and work settings.
Methodology: (1) Interview all juniors and seniors for participation in a co-op arrangement with local employment agencies; (2) Contact local employment services, including State Employment Service, company personnel managers, etc. for identifying and providing work sites for juniors and seniors; (3) Incorporate career and occupational information into the instructional plans for cooperating teachers of students in grades 8-12; (4) Information on the project's effectiveness will be disseminated through news releases, special radio programming, production of videotapes on the work program, and through a program evaluation document sent to each school district within the state; (5) Hypothesis: If there is a correlation between the world of learning and the world of earning, student dropout rates may be significantly reduced. Federal funds total $15,000.00

VTP 1393
Title: Developing Cooperative Experience Programs and Stations for Vocational Agriculture Students.

Initiator: Merritt B. Jensen
Institution: Laramie County School District No. One
Sponsor: Wyoming State Dept. of Education, Cheyenne
Duration: September 1, 1973 through September 1, 1976

Objectives: (1) To develop the facilities of the District farm laboratory for 60 students to raise and care for livestock, (2) To seek out, develop and use 70 to 90 community work stations. This would include developing contracts, training schedules and other forms needed to utilize these facilities, and (3) To develop an area and acquire machinery for training 20 students in ranch hand skills. This would include development of a curriculum guide for ranch hand training.
Methodology: (1) Feedlots for beef, sheep and swine will be developed on the 406 acre vocational agriculture land laboratory. The management will be by the students with advice from the instructors and financing will be by students, parents, FHA and banks; (2) A comprehensive and thorough study and search to seek out and utilize the talent, personnel and facilities in the community to complement and enhance existing vocational agriculture facilities (school) to train students in agriculture occupations (related fields). Community work stations will be developed including contracts and work schedules. A manpower study made in 1972-73 will be used to start the project. Stations will be developed for 9th and 10th grade students on a laboratory basis, and for cooperative education for 11th and 12th grade students. A substitute will be hired for nine weeks to teach vocational agriculture classes while the program directors seeks out and creates the job and lab stations in Cheyenne and on the surrounding ranches; (3) An area will be developed on the 406 acre land lab for training urban students to drive tractors and operate the common ranch and farm machinery. Curriculum will be developed by instructors and local ranchers to include related classroom studies and hours of actual operation to fix each skills; and (4) Other areas to be developed will be range grass studies, wildlife management, predator control, career education, landscaping and the curriculum to relate to each area. Federal funds total $3,500.00.

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